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ABSTRACT

The Social Studies Assessment Program was a province-wide assessment of Social Studies concepts, skills, and attitudes in grades 3, 6, 9, and 12 in Manitoba (Canada) carried out during April 1984. Designed to provide a profile of student performance on program objectives, the test was administered to a representative sample of students at each grade level. Teachers were given the option of testing additional students to compare their results to those of the provincial sample for each objective and skill area. This document contains the test, test manual, and scoring key for the grade three assessment. The 90-question test covers the four program objectives: knowledge, values and attitudes, thinking and research skills, and social participation. Each of these four parts are made up of several subtests. The grade 3 subtests are: Community Situation, Community History, Meeting Needs and Wants, Cooperation and Conflict, General Information, Comparing One Community to Another, and Other Skills (reading graphs and maps). Most questions are multiple choice, but some require short written answers. The manual contains an overview of the assessment program, general test information, and the specific directions for administering the test and returning test materials. While the answer key is provided, it is recommended that student answers be transcribed on provided answer sheets for machine scoring by Management Information Services. (BS)

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ED257864

№ 14393

SOCIAL STUDIES ASSESSMENT PROGRAM

CURRICULUM DEVELOPMENT AND IMPLEMENTATION BRANCH

GRADE 3

TM 850 331 (1983)

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APRIL 1984

Manitoba Education

NAME _____ _____
(LAST) (FIRST)

SCHOOL _____

FIRST PART

READ EACH QUESTION AND CHOOSE THE BEST ANSWER.
CIRCLE THE LETTER BESIDE YOUR ANSWER

Example:

John has a toothache.
He needs to see a

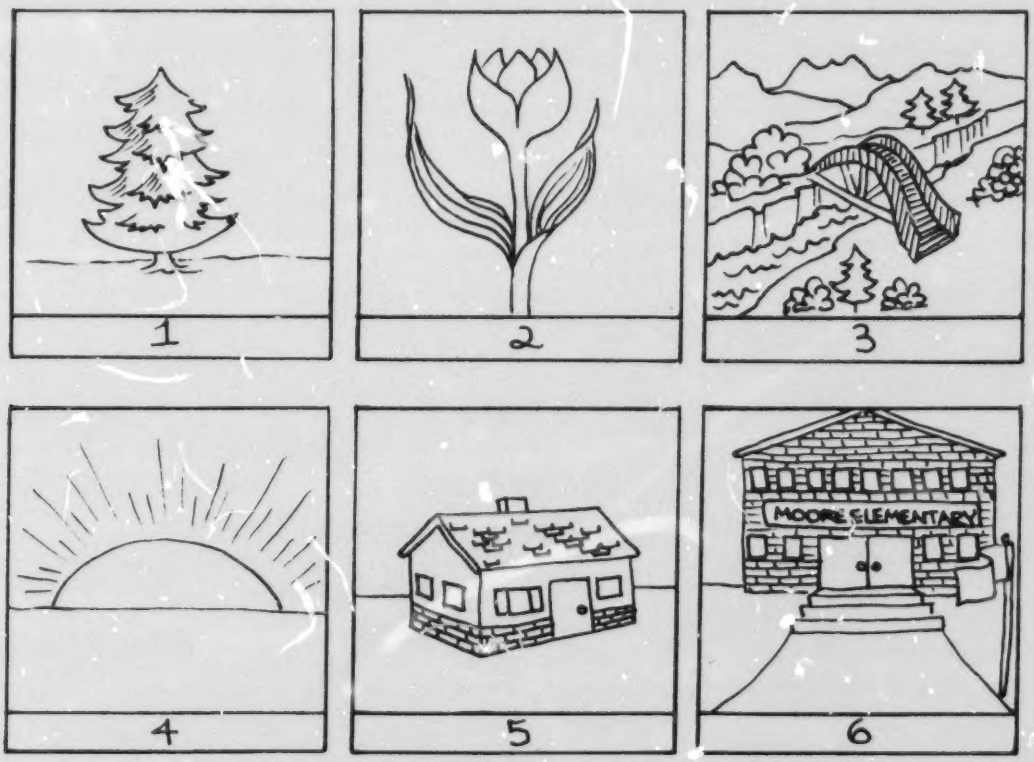
A. teacher.

B. fireman.

C. policeman.

D. dentist.

1. Which group of pictures show some things that are person-made?



A. Pictures 1, 3, 4

B. Pictures 2, 4, 6

C. Pictures 3, 5, 6

D. Pictures 2, 3, 4

2. The climate of Manitoba

   A. is cold all year.

   B. changes from season to season.

   C. does not change from season to season.

   D. is hot all year.

3. Everyone in the world needs certain things to live. Circle the thing people could live without

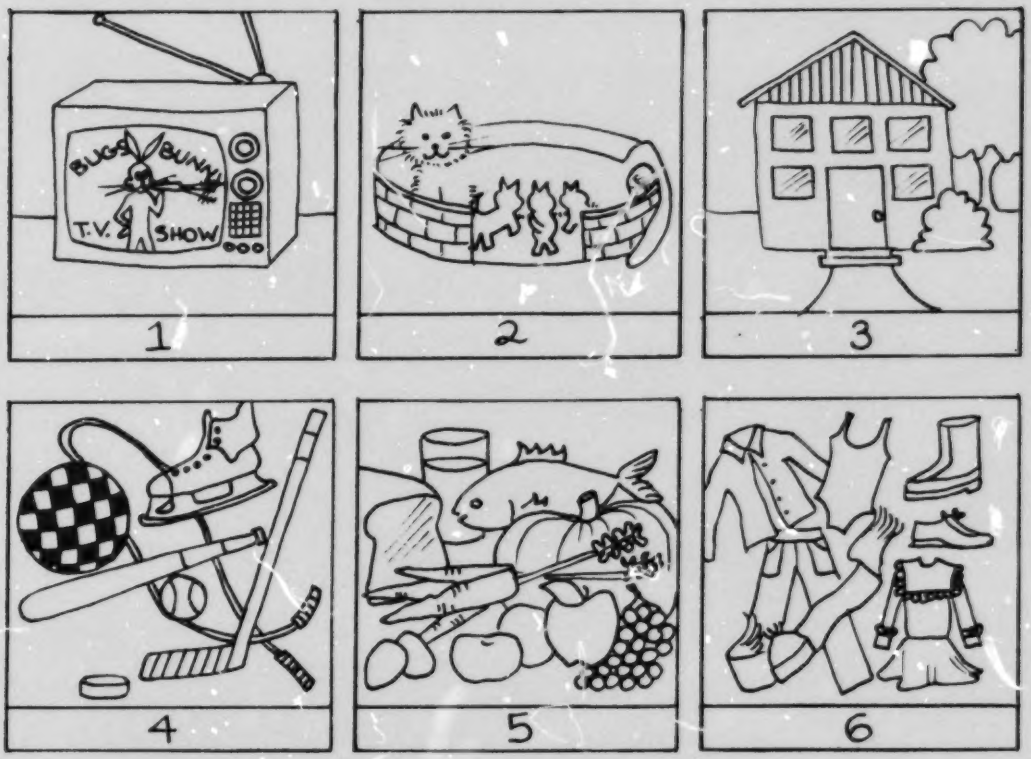
   A. food

   B. cars

   C. water

   D. clothing

4. Which groups of pictures show basic human needs.



   A. Pictures 3, 5, 6

   B. Pictures 1, 3, 5

   C. Pictures 1, 2, 4

   D. Pictures 2, 4, 5

5. Which of the following is an example of cooperation at home?

   A. cleaning up the yard

   B. leaving toys lying around

   C. fighting over a T.V. program

   D. letting dirty dishes pile up

6. There weren't swings on the playground for everyone to use at the same time. Which is the best way to solve the problem.

   A. no one can use the swings

   B. the first children there get to use them.

   C. the biggest children get to use them

   D. each class takes a turn

7. There was a bad snow storm. Many cars were stuck. Which of the following is an example of how people do not cooperate.

   A. offer people a ride

   B. help shovel out the cars

   C. drive past them

   D. give them a push with your car

8. The province in which you live is

   A. Ontario.

   B. Winnipeg.

   C. Canada.

   D. Manitoba.

9. The name of our country is

   A. United States.

   B. Manitoba.

   C. Japan.

   D. Canada

10. The two provinces closest to Manitoba are

   A. Saskatchewan and Alberta.

   B. Saskatchewan and Ontario.

   C. Ontario and Quebec.

   D. Alberta and Ontario.

11. The capital of Manitoba is

   A. Brandon.

   B. Winnipeg.

   C. Canada.

   D. Selkirk.

12. The capital of Canada is

   A. Ottawa.

   B. Toronto.

   C. Winnipeg.

   D. Washington D.C.

13. Canada's closet neighbour to the south is

    A. Mexico.

    B. Ontario.

    C. Yukon.

    D. United States.

14. Which of the following is a service?

    A. ice cream cones

    B. bicycles

    C. car wash

    D. shoes

15. Which of the following are goods?

    A. dusting the house

    B. raking leaves

    C. driving a taxi

    D. bathing suits

STOP PLEASE DO NOT GO ON UNTIL ASKED TO DO SO.

16. Finish this sentence

    A community is _____

    _____

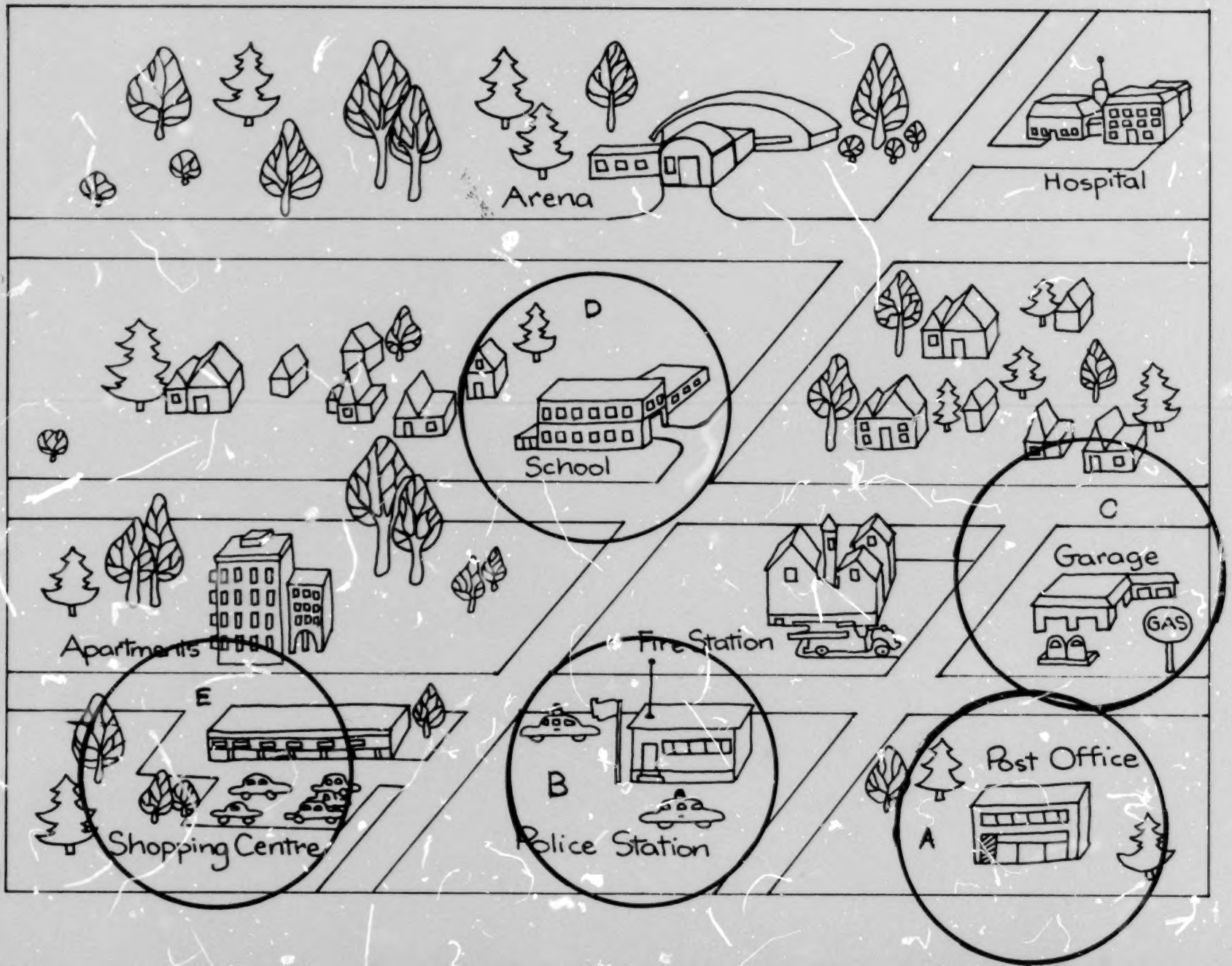
    _____

    _____

    _____

    _____

STOP PLEASE DO NOT TURN THIS PAGE UNTIL ASKED TO DO SO.


Arena
Hospital
D
School
C
Garage
GAS
Apartments
Fire Station
E
Shopping Centre
B
Police Station
Post Office
A

Look at the picture on page 6. You can see that some places have been circled. Match the letter of the circle on the picture where you would go to find each of these services.

17. Mail is delivered.

A B C D E

18. People buy food and clothing.

A B C D E

19. People learn.

A B C D E

20. Cars are fixed.

A B C D E

21. This service keeps us safe.

A B C D E

Look at the picture on page 6 again carefully. The people in this community do not have all the services they need.

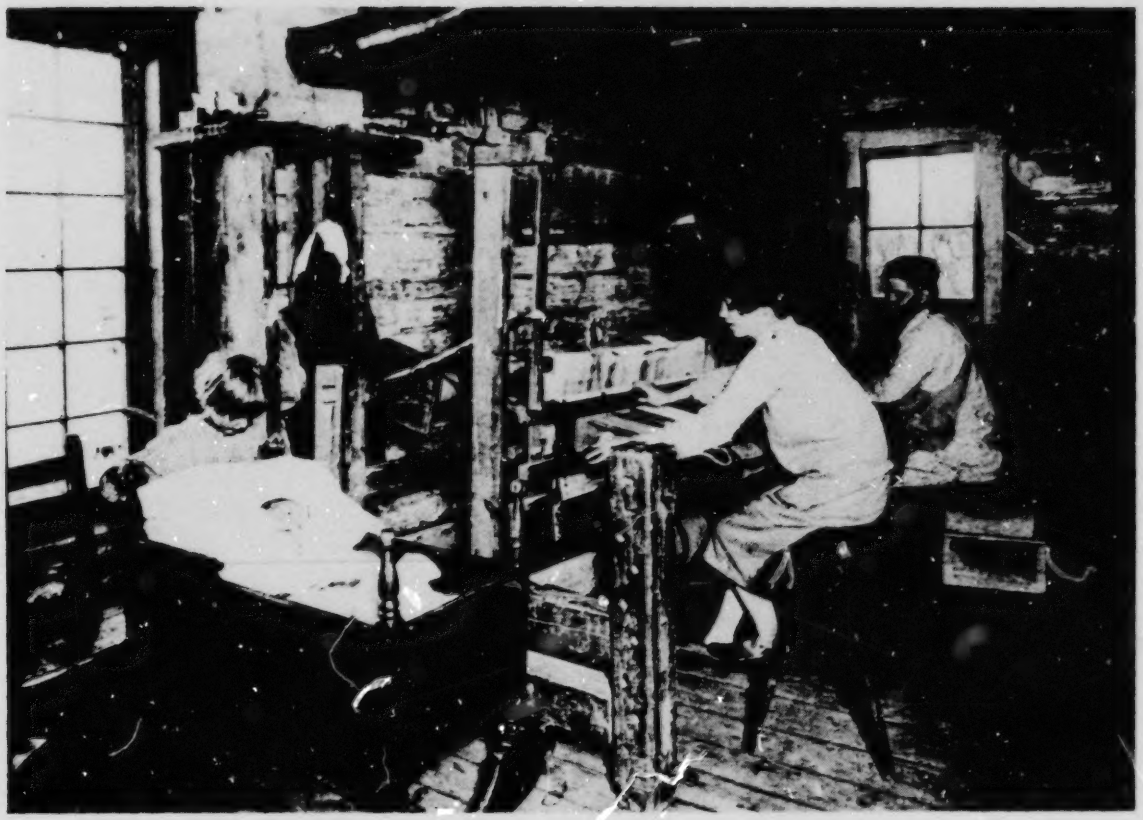
22. They depend on another community for.

A. taking care of sick people

B. air travel

C. police protection

D. fire protection



This picture shows the inside of a home in a community long ago. The two ladies are using a loom to weave cloth to make clothes for their family.

23. Look at the picture to tell 3 ways life long ago was different from life today.

1. _____

_____

2. _____

_____

3. _____

_____

24. Tell one way life long ago is the same as today.

_____

_____

STOP

SECOND PART

YOUR TEACHER WILL READ EACH OF THE SENTENCES BELOW. LISTEN TO THE SENTENCE. IF YOU AGREE WITH THE SENTENCE, CIRCLE YES. IF YOU DO NOT AGREE, CIRCLE NO.

25.	We should keep our community clean.	Yes	No
26.	We should respect people who are not the same as us.	Yes	No
27.	I can get along without other people.	Yes	No
28.	We should take care of old buildings.	Yes	No
29.	We should protect wild life.	Yes	No
30.	People who are not the same as us are not as smart as we are.	Yes	No
31.	People should pick wild flowers.	Yes	No
32.	We should cooperate with people who are different from us.	Yes	No
33.	Keeping our community clean is everyone's job.	Yes	No
34.	We depend on people in other communities.	Yes	No

Circle the best answer.

35. Bob and Tom are playing. They have three balls but both want to play with the same ball. They do not want to play together. They begin to fight. What is the problem?

A. There are not enough balls

B. Bob and Tom should be working not playing

C. Bob and Tom should watch T. V.

D. Bob and Tom don't know how to share

36. A man's neighbour has a dog that barks late at night. The man wants to end this problem. He should

A. throw something at the dog.

B. phone the police.

C. call the dog catcher.

D. talk to his neighbour.

37. You and your friends are playing a game. Some of you want to change the rules of the game. How would you decide what to do?

A. talk about it until you agreed

B. let one or two people in the group decide what to do

C. go and ask a teacher to decide

D. try the new rules to see what happens

PLEASE DO NOT TURN THIS PAGE UNTIL ASKED TO DO SO.

THIRD PART

READ EACH QUESTION. ANSWER THE QUESTION BY PUTTING A CIRCLE AROUND THE LETTER BESIDE THE BEST ANSWER.

38. One museum has some log houses, a church, a blacksmith's shop, a grain elevator, a railway station and a school.

It would be a good place to learn more about life long ago in

A. a lumbering community.

B. a mining community.

C. a farming community.

D. a fishing community.

39. You are in a new town. You want to order a pizza. Which is the best thing to use to find out where to order.

A. a dictionary

B. an encyclopedia

C. an atlas

D. a telephone book

40. If you wanted to buy a new football, where would you look to find out how much it cost?

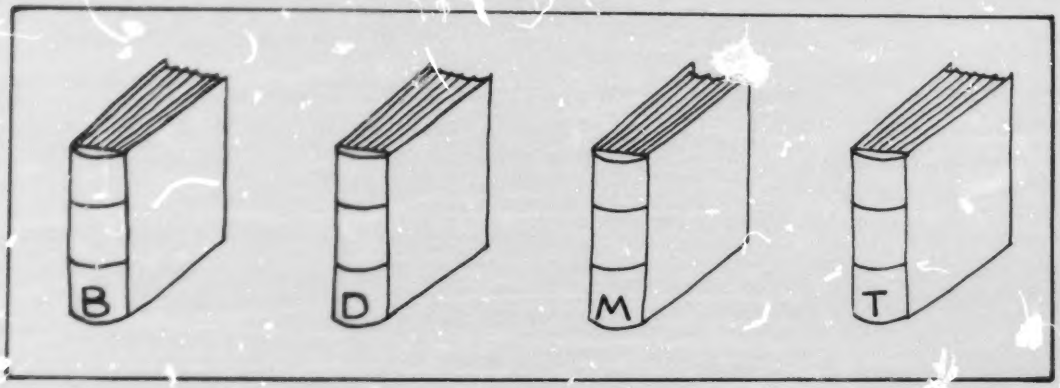
A. catalogue

B. dictionary

C. telephone book

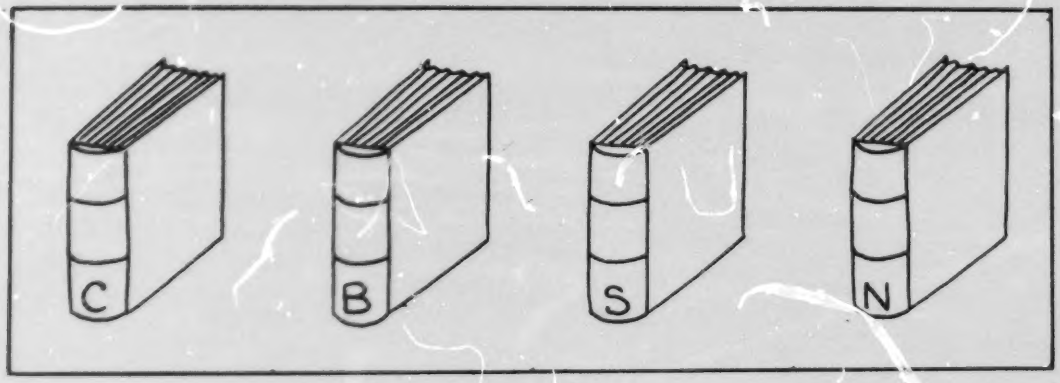
D. atlas

41. You want to find out more about Manitoba. Which book of the encyclopedia should you use to begin looking.



A. B
B. D
C. M
D. T

42. You want to find out about life in a community in Nova Scotia. Which book of the encyclopedia should you use to begin looking.



A. C
B. B
C. S
D. N

43. This is the index from a book called Life Long Ago.

If you wanted to know more about spinning wool, what page would you turn to?

A. page 18

B. page 25

C. page 30

D. page 42

Below is a table of contents about communities:

Contents

1.	What is a community?	page 4
2.	Why do people live in a community?	page 17
3.	What services does a community provide?	page 35
4.	A pioneer community.	page 50

44. If you wanted to find out more about homes of long ago you would begin to look at

A. page 4

B. page 17

C. page 35

D. page 50

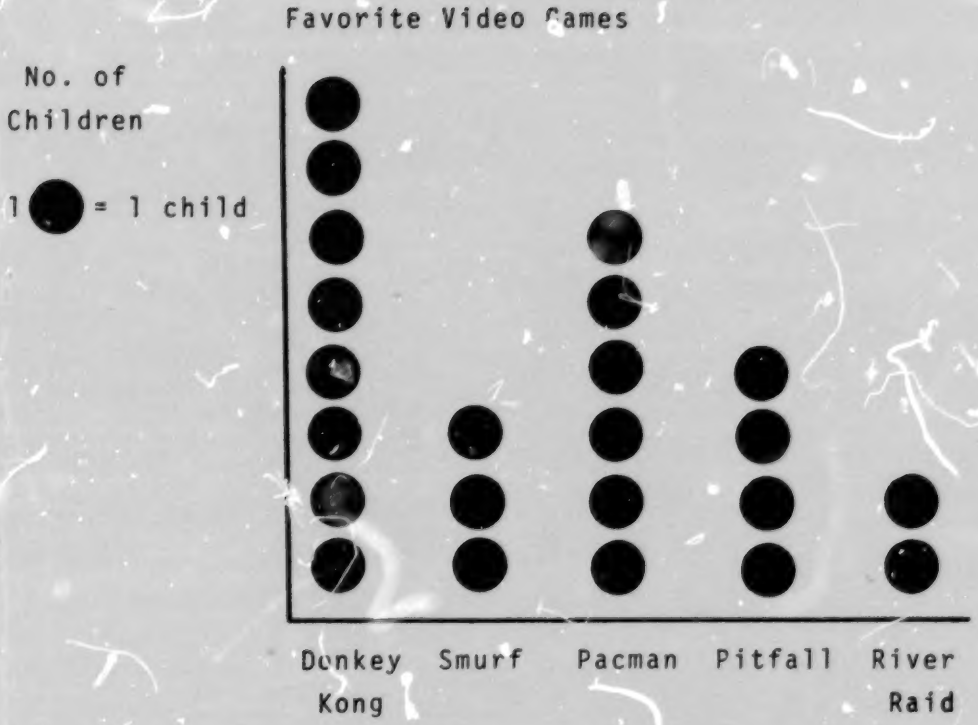
45. If you wanted to know more about how mail is delivered, you would begin to look at

A. page 4

B. page 17

C. page 35

D. page 50



46. A class voted for their favorite video games.
Which was most popular?

A. Donkey Kong
B. Smurf
C. Pitfall
D. Pacman
E. River Raid

47. Which was least popular?

A. Donkey Kong
B. Smurf
C. Pitfall
D. Pacman
E. River Raid

D.

This picture of a community in Manitoba has been taken from the air.

48. In circle A, you can see

A. a barn.

B. a grain elevator.

C. a store.

D. an arena.

49. In circle B, the land is used for

A. farming.

B. playing.

C. living.

D. shopping.

50. In circle C, the land is mostly used for

A. farms.

B. homes.

C. barns.

D. stores.

51. In circle D, you can see

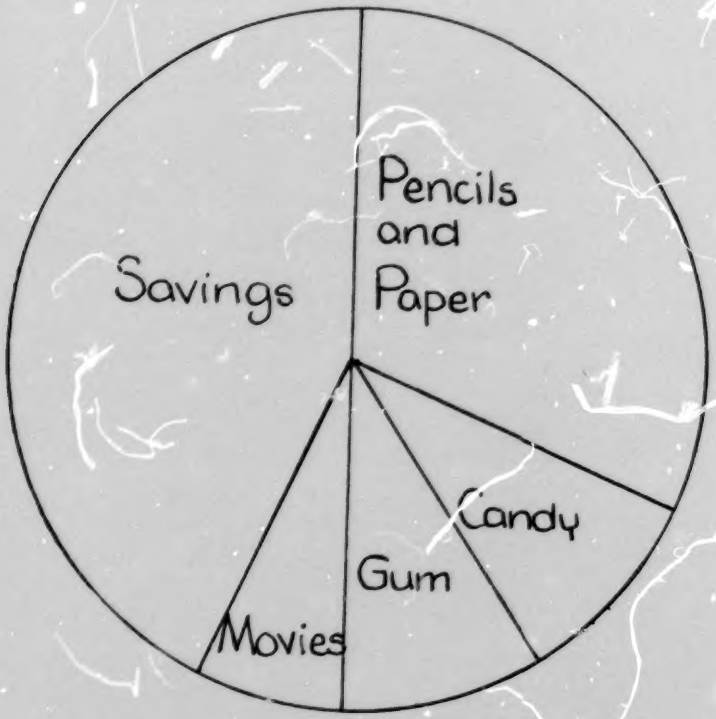
A. a city.

B. a shopping centre.

C. a farm.

D. a mine.

52. Debbie's allowance for one month



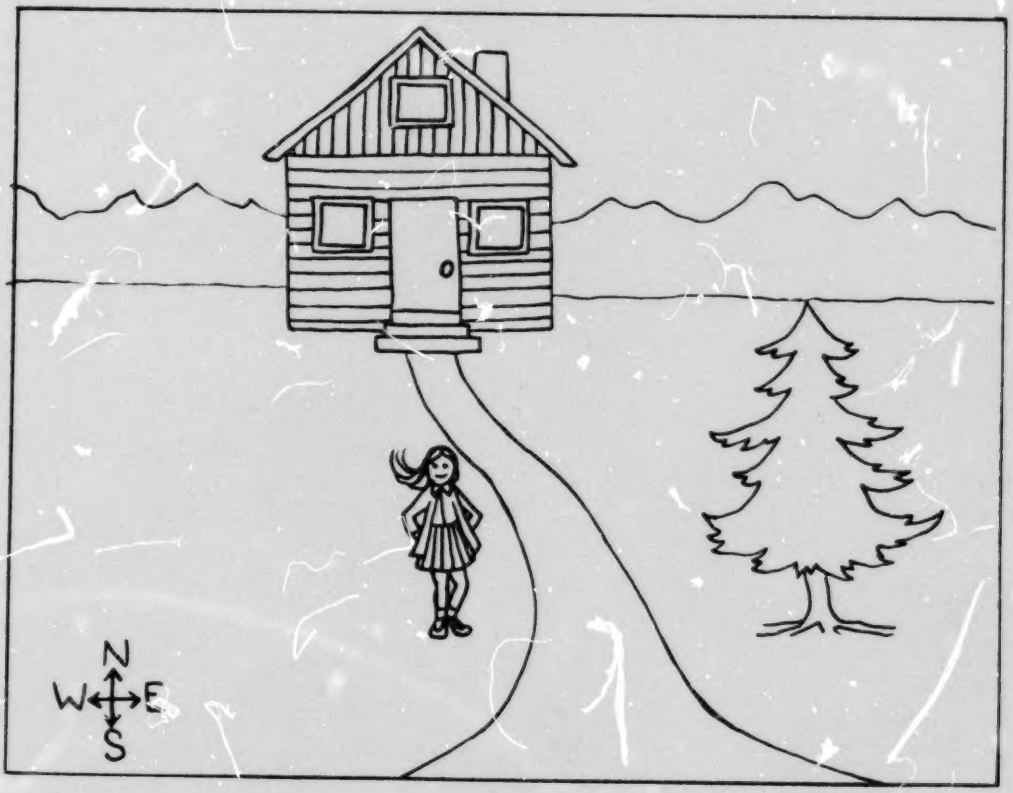
This is how Debbie used her allowance one month. Use the graph to tell which of the following is true.

A. she did not save any money

B. she saved more than she spent for candy

C. she spent more for movies than for other things

D. she spent more for gum than pencils and papers



53. If you came out of the house and walked down the path, you would be walking

A. north.

B. south.

C. east.

D. west.

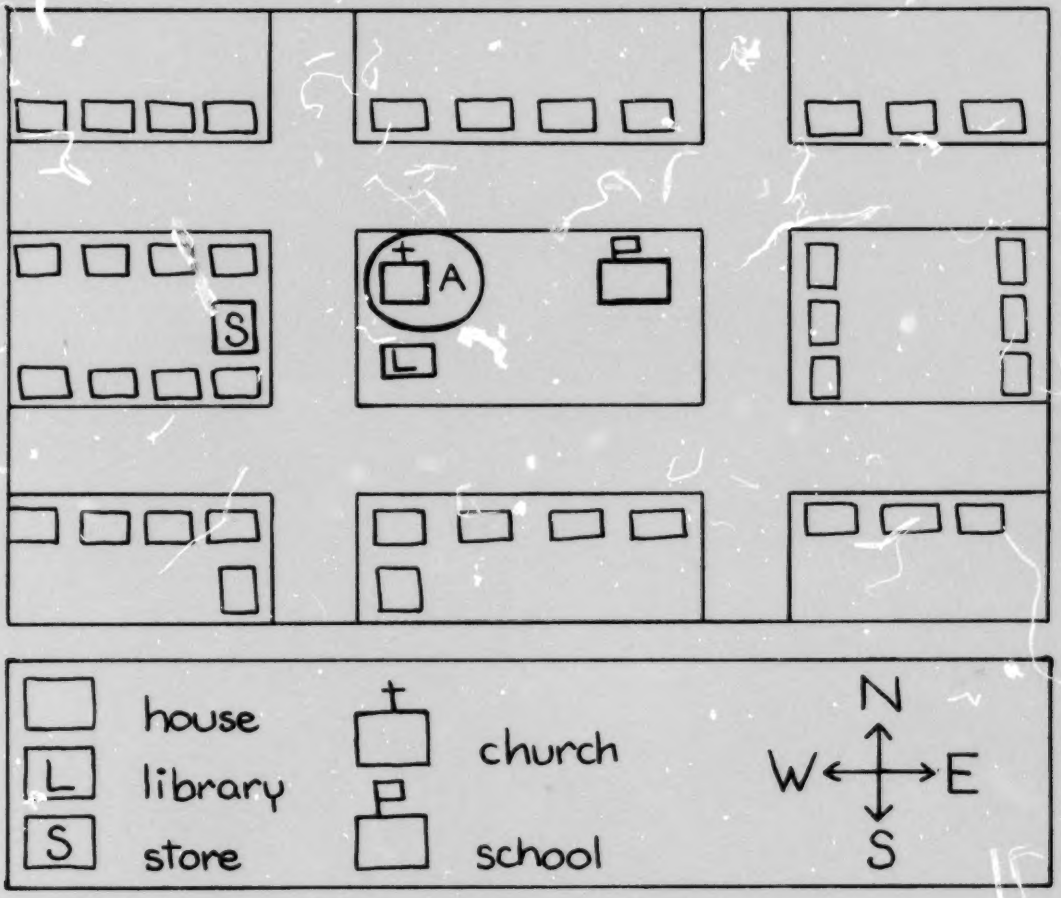
54. The direction of the fir tree from the child is

A. north.

B. south.

C. east.

D. west.



55. In circle A, the symbol stands for

A. a church.
B. a store.
C. a house.
D. a school.

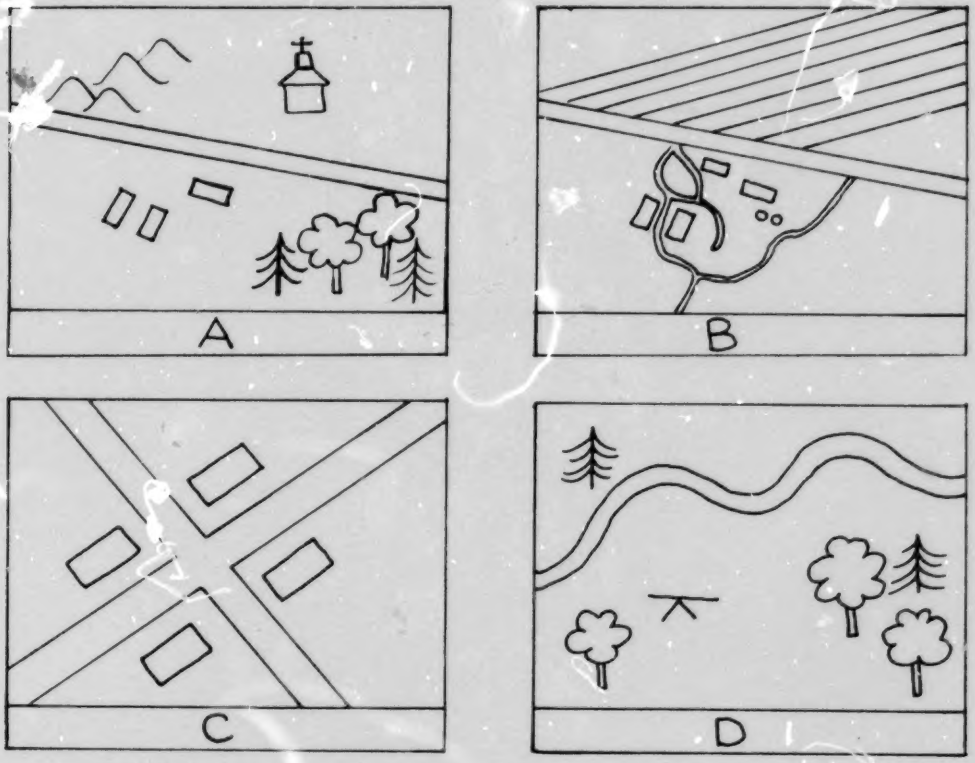
56. If you walked from the church to the school, what direction would you be going?

A. north
B. south
C. east
D. west

57. If you walked from the church to the library, what direction would you be going?

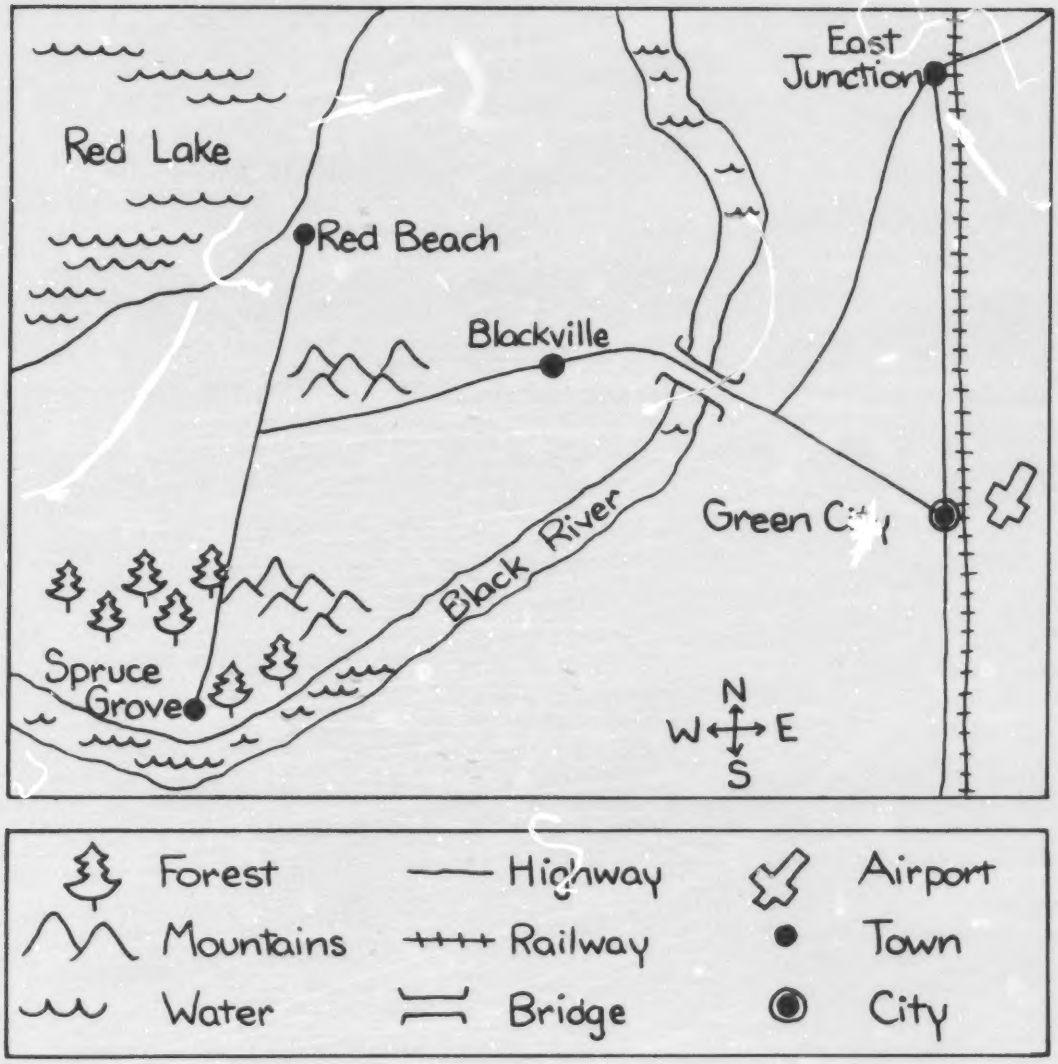
A. north
B. south
C. east
D. west

58. Here is a picture taken from the air.
Which of the following is a map of this place?



A. Map A
B. Map B
C. Map C
D. Map D

Use this map to answer the questions on page 23.



59. Which of the following symbols stands for something that is person-made?

A.

B.

C.

D.

60. At which community could you begin an airplane ride?

A. Green City

B. Red Beach

C. Blackville

D. Spruce Grove

61. The community which is furthest south is

A. Red Beach.

B. Spruce Grove.

C. Blackville.

D. Green City.

62. The railway joins

A. Blackville and Red Beach.

B. East Junction and Blackville.

C. Green City and East Junction.

D. Green City and Blackville.

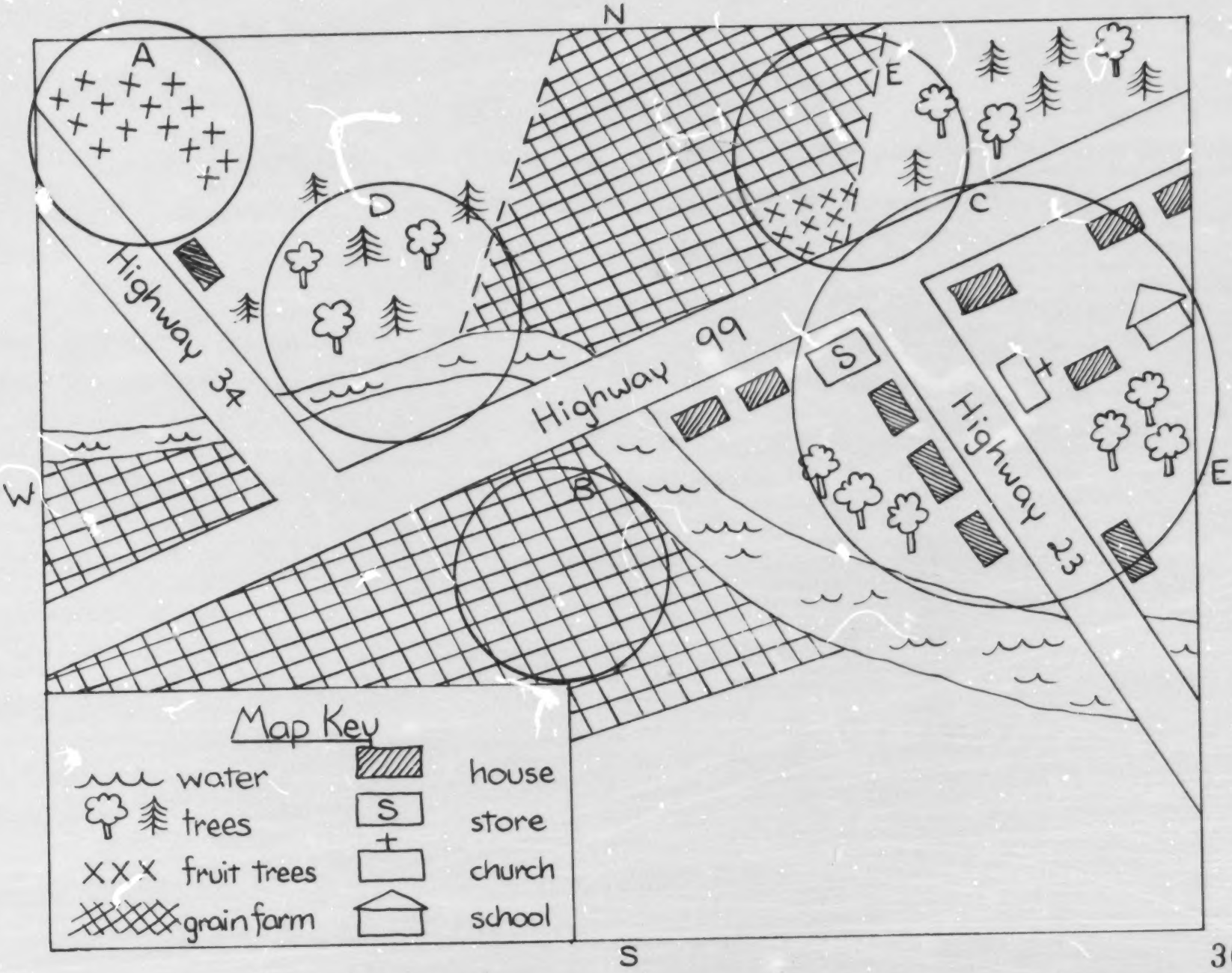
63. A good place for a lumber mill is

A. Green City.

B. Spruce Grove.

C. Red Beach.

D. Blackville.


N
A
D
E
C
Highway 34
Highway 99
S
Highway 23
B
W
E
S
Map Key
water
trees
fruit trees
grain farm
house
store
church
school

64. Look at the map on page 24.
If you wanted to pick some fresh fruit you would find it in two of the circles. They are

A. circle A and C.

B. circle C and D.

C. circle B and E.

D. circle A and E.

65. In circle B, the land is used for

A. houses.

B. grain farms.

C. fruit farms.

D. highways.

66. This community wants to make a park. The best place for a park would be in

A. circle A.

B. circle B.

C. circle C.

D. circle D.

E. circle E.

67. In a sentence tell why you think this is a good place for a park.

_____

_____

_____

PLEASE DO NOT TURN THIS PAGE UNTIL ASKED TO DO SO.

FOURTH PART

YOUR TEACHER WILL READ EACH SENTENCE TO YOU. IF YOU HAVE DONE THESE ACTIVITIES, CIRCLE YES, IF YOU HAVE NOT DONE THEM, CIRCLE NO.

In our social studies classes we have

68.	gone for walks in our community.	Yes	No
69.	talked to people about our community.	Yes	No
70.	visited stores or businesses.	Yes	No
71.	visited a government office.	Yes	No
72.	visited a museum.	Yes	No
73.	visited a senior citizens' home.	Yes	No
74.	visited other communities.	Yes	No
75.	written to other communities.	Yes	No
76.	brought pictures from home.	Yes	No
77.	brought objects from home.	Yes	No
78.	read books about communities.	Yes	No
79.	seen filmstrips about other communities.	Yes	No
80.	seen films about other communities.	Yes	No
81.	seen slides about other communities.	Yes	No
82.	written about our community.	Yes	No
83.	made a map of our community.	Yes	No
84.	drawn pictures of our community.	Yes	No
85.	made a model of our community.	Yes	No
86.	made a display of work about our community to share with others.	Yes	No

We have

87. talked about how we could help in our community. Yes No

We have worked together to help solve problems in our community by:

88. raising money for the school or community. Yes No

89. cleaning up the playground or some other part of the community. Yes No

90. making posters to encourage others to act in a more thoughtful way such as, protect wildlife, fire safety, eat properly, police protection, etc. Yes No

STOP THIS IS THE END OF THE TEST.

SOCIAL STUDIES ASSESSMENT PROGRAM

CURRICULUM DEVELOPMENT AND IMPLEMENTATION BRANCH

GRADE 3

MANUAL

CONTENTS PAGE

General Test Information 1
Administering the Test – First Sitting 2
Administering the Test – Second Sitting 3
Return of Test Materials 4

TM 850 331 (273)

APRIL 1984

Manitoba
Education

THE ASSESSMENT PROGRAM

The purposes of the provincial student assessment program in Social Studies, as well as in other subject areas, are:

- to provide information on the level of student achievement to various levels of government, to the public, and to educators
- to obtain data on student achievement that will assist in curriculum and program improvement at both the provincial and local levels;
- to provide assistance for teachers in the evaluation of their own students; and
- to assist school divisions in both student and system evaluation.

The Curriculum Development and Implementation Branch is conducting an assessment of Social Studies concepts, skills, and attitudes in grades 3, 6, 9, and 12. The purposes of this assessment are consistent with those of the overall assessment program. The intent is to gather information on a province-wide basis; therefore, the tests will be administered to a representative sample of students at each grade level. No individual students, classrooms, schools or divisions will be identified in reports on the assessment--only province-wide data will be reported.

The testing materials and reports are designed to provide a profile of student group performance on a number of program objectives. Teachers have been given the option of testing students in addition to those in the sample and of comparing their results to those of the province. This comparison can be made for each objective or skill area designated in the assessment.

The sample is representative of students of all ability levels from the province as a whole. In any given classroom, students selected may not be representative of all ability levels because only a limited number is taken from each classroom.

An important aspect of the assessment procedure is the involvement of practising classroom teachers. This occurs in several ways:

- teacher representation on the Joint Committee on Evaluation and on the Social Studies Technical Advisory Committee,
- teacher assistance in the identification and prioritization of objectives for assessment and in the interpretation of the results (meetings are held in several locations in Manitoba, before and after each assessment, with invitation for representation from all divisions and districts), and
- the provision of additional tests for teachers and schools wishing to test students other than those in the sample.

GENERAL TEST INFORMATION

1. Please read through these instructions before administering the test to your students. It is important and it helps the students if you are familiar with what is required.

2. Grade 3 teachers are requested to follow the instructions given below when administering the test:

   a) Read the directions to the students.

   b) Instruct the students to begin each section.

   c) Have the students write the test in two sittings. (The suggested break is recess.)

3. You may pronounce a word for a student but you should not explain its meaning or provide any other assistance in clarifying questions.

4. There is no penalty for guessing. Students may guess if they are not sure of the correct answer.

5. TESTING DATE: The test is to be administered on Thursday, April 12, 1984 (April 11 is an alternate date).

MATERIALS REQUIRED:
- Grade 3 Test Booklets
- Grade 3 Manual
- Scoring Key (packaged with test booklets)
- Pencil and eraser

TIME ALLOTMENTS:

Sitting 1	Sitting 2
FIRST PART - 25-30 minutes	THIRD PART - 25-30 minutes
SECOND PART- 5 minutes	FOURTH PART - 5 minutes

FORMAT: This test is divided into four parts corresponding to the objectives of the grade 3 Social Studies program.

The FIRST PART deals with KNOWLEDGE objectives. It has 24 questions. Twenty-one questions are multiple choice. Three questions (#16, 23, and 24 require the children to write answers in sentences.

The SECOND PART of the test deals with VALUES AND ATTITUDES related to various parts of the grade 3 program. Students are to give their opinions. Items 35 and 36 are value related, but do have accepted correct answers and, as such, are considered KNOWLEDGE items; they will be analyzed along with the KNOWLEDGE items in the FIRST PART.

The THIRD PART of the test contains questions 38 - 67 which are related to a variety of THINKING AND RESEARCH SKILLS. Questions 38 - 66 are multiple choice; question 67 requires that students answer in a sentence.

The FOURTH PART of the test is directed at SOCIAL PARTICIPATION in the classroom and in the community. Children are asked whether they have participated in the activities listed. Again there are no right or wrong answers. (The assessors are aware that children can easily forget an experience they have had a few weeks earlier but would like to get some sense of how children perceive their participation in the Social Studies program.)

ADMINISTERING THE TEST

1. Ensure that desks are clear. Each student should have at least one sharpened pencil and an eraser.

2. Instruct students NOT to open their test booklets or to answer any questions until told to do so.

3. Distribute the test booklets.

4. Instruct students to open their test booklets and to provide the information on the cover page.

5. Inform students that all answers are to be written in the test booklet.

FIRST PART - FIRST SITTING

Student Booklet Page 1

1. The first questions (1 - 15) are multiple choice.

   The children will be asked to circle the letter in front of the best answer. We expect the children to read and answer these questions on their own.

   A sample question is provided.

   The teacher will say: IN THE FIRST PART OF THIS TEST YOU WILL READ EACH QUESTION AND ANSWER THE QUESTION BY PUTTING A CIRCLE AROUND THE LETTER BESIDE THE BEST ANSWER.

2. THERE IS AN EXAMPLE AT THE TOP OF PAGE 1. WE WILL READ IT TOGETHER AND ANSWER THE QUESTION.

   Read the question. Check to be sure that all the children understand what to do.

   Then say: READ EACH QUESTION AND ANSWER THE QUESTION BY PUTTING A CIRCLE AROUND THE LETTER BESIDE THE BEST ANSWER. KEEP GOING UNTIL YOU COME TO THE "STOP" SIGN. THEN PUT YOUR PENCILS DOWN. (Approximately 15 - 20 minutes)

Page 5, Question 16

The teacher will say: IN THIS QUESTION YOU ARE ASKED TO FINISH THE SENTENCE "A COMMUNITY IS . . . ." WHEN YOU HAVE FINISHED, PUT YOUR PENCILS DOWN. NOW YOU MAY BEGIN. (Approximately 3 minutes)

Page 6

The teacher will say: TURN TO PAGE 6. HERE YOU CAN SEE A DRAWING OF A COMMUNITY. LOOK AT THE DRAWING CAREFULLY. SOME PLACES HAVE BEEN CIRCLED. THE ANSWERS TO THE QUESTIONS ON PAGE 7 CAN BE FOUND BY LOOKING AT THIS DRAWING.

Page 7

The teacher will say: NEXT YOU WILL READ THE QUESTIONS AND ANSWER THEM. STOP AT THE BOTTOM OF THIS PAGE. NOW YOU MAY BEGIN. (Approximately 3 minutes)

Page 8

The teacher will say: LOOK AT THE PICTURE AT THE TOP OF THIS PAGE. READ THE SENTENCES BELOW IT. WRITE THREE SENTENCES TO TELL HOW LIFE LONG AGO WAS DIFFERENT. THEN WRITE ONE SENTENCE TO TELL HOW LIFE LONG AGO WAS THE SAME. WHEN YOU HAVE FINISHED, PUT YOUR PENCILS DOWN.

NOW YOU MAY BEGIN. (Approximately 5 minutes)

SECOND PART

Page 9

In this section you are asked to read the directions to the students and all of the sentences in the questions 25 - 34. The children circle YES or NO.

The teacher will say: I AM GOING TO READ SOME SENTENCES TO YOU. LISTEN TO THE SENTENCES CAREFULLY. IF YOU AGREE WITH THE SENTENCE, CIRCLE "YES". IF YOU DO NOT AGREE, CIRCLE "NO". FOLLOW IN YOUR BOOKLET.

NOW YOU MAY BEGIN. (Then read each sentence in questions 25 - 34.)

Page 9/10

In questions 35, 36, and 37, children will circle the best answer.

The teacher will say: READ EACH QUESTION BELOW. CIRCLE THE LETTER BESIDE THE BEST ANSWER TO EACH QUESTION. PUT YOUR PENCILS DOWN WHEN YOU ARE FINISHED.

NOW YOU MAY BEGIN.

Time for SECOND PART - approximately 5 - 10 minutes.

Collect the test booklets at the end of this part of the test. This is the end of the FIRST SITTING.

THIRD PART - SECOND SITTING

Distribute the test booklets to your students.

Page 11

This part of the assessment is multiple choice.

The teacher will say: READ THE QUESTIONS BELOW AND ANSWER THEM BY PUTTING A CIRCLE AROUND THE LETTER BESIDE THE BEST ANSWER. THE LAST QUESTION IN THIS SECTION (67) NEEDS A SENTENCE FOR ITS ANSWER. CONTINUE TO WORK UNTIL YOU COME TO THE "STOP" SIGN. THEN PUT YOUR PENCILS DOWN.

NOW YOU MAY BEGIN. (Approximately 25 - 30 minutes)

FOURTH PART

Page 26

In this section, you are asked to read the directions and all statements to the children.

The teacher will say: I AM GOING TO READ SOME SENTENCES TO YOU. IF YOU HAVE DONE THESE ACTIVITIES, CIRCLE "YES". IF YOU HAVE NOT DONE THEM, CIRCLE "NO". FOLLOW CAREFULLY IN YOUR BOOKLET.

NOW YOU MAY BEGIN. (Approximately 5 minutes)

This is the end of the test. Collect test booklets.

RETURN OF TEST MATERIALS

If you selected OPTION I - TOTAL PARTICIPATION

1. Provincial Sample. You are to return the test booklets of students designated for the Provincial Sample to the Curriculum Development and Implementation Branch: Assessment Section. Place the test booklets in the large manilla envelope addressed to the Curriculum Development and Implementation Branch: Assessment Section.

2. If you wish to retain the answers of students indicated in 1 above for your own scoring, you may duplicate the booklets before returning them.

3. If you have elected to have the Management Information Services (MIS) score the multiple choice parts of the test, it will be necessary for you to transcribe those parts of the tests onto NCS answer sheets. See the SCORING booklet for details.

If you selected OPTION II - SELECTIVE PARTICIPATION

Place the test booklets in the large manilla envelope addressed to the Curriculum Development and Implementation Branch: Assessment Section. Do not return unused booklets.

Credits and Acknowledgements

Page 8 Photograph
Courtesy of Canadian National Railways

Page 16 Aerial Photograph
Courtesy of Manitoba Pool Elevators

Page 21 Aerial Photograph
Courtesy of Hurtig Publishers Ltd.

SOCIAL STUDIES ASSESSMENT PROGRAM

CURRICULUM DEVELOPMENT AND IMPLEMENTATION BRANCH

GRADE 3

SCORING

1984 880 331 (373)

APRIL 1984

Manitoba
Education

GENERAL SCORING INFORMATION

The following information is provided to assist you in analyzing your students' test results.

- Each of the four parts of the test are made up of several subtests. The names of these subtests and the items that belong to each one are identified on page 2 of this booklet. In addition, a Scoring Key is provided on pages 3, 4, and 5.
- Meaningful analysis of the test results requires that the results be grouped into subtests. The chart on page 6 is structured to display results by subtests.

If you chose OPTION I - TOTAL PARTICIPATION it is strongly recommended that you take advantage of the free machine scoring service provided by Management Information Services (MIS), Manitoba Department of Education. Since many of the items on the test have been scrambled and are not grouped by subtest, regrouping items into the appropriate subtests is a time consuming task. The machine scoring process will automatically regroup items and provide frequency distributions and means where appropriate. In order to take advantage of this service, use the procedures described on the Management Information Services form for submitting your NCS answer sheets (for computer scoring). Further details on using this service have been sent to the school principal.

TRANSCRIBING STUDENT ANSWERS ONTO NCS ANSWER SHEETS

If you wish to have the Management Information Services score the tests and to give you an analysis of the results, it will be necessary for you to transcribe the student answers onto the NCS answer sheets. This applies only to the multiple choice questions. MIS will not score the long answers for you. This Scoring booklet provides you with guidance for scoring the long answers (page 5).

A packet of NCS answer sheets has been provided for you in the event that you decide to have MIS score the tests. Instructions for transcribing the answers are in the packet.

DO NOT SEND TEST BOOKLETS TO M.I.S.

If you decide to score your own tests, this scoring guide can assist you. Student scores for all multiple choice items that have one correct answer may be recorded on page 6. It is suggested that you prepare a grid for the test parts that have no correct answer. You can then get a count and/or percentage of different responses for each item. Provincial data will record the percentage of students selecting each option for each

SUBTESTS	KNOWLEDGE	VALUES/ATTITUDES	THINKING AND RESEARCH SKILLS	SOCIAL PARTICIPATION
I. Community Situation	1, 2, 16	25, 29, 31, 34		68, 69, 70, 71, 74, 82, 83, 84, 85, 86, 87, 88, 89, 90
II. Community History	23, 24	28	38, 43, 44,	72, 73, 76, 77
III. Meeting Needs and Wants	3, 4, 14, 15, 17, 18, 19, 20, 21, 22		39, 40, 45	
IV. Cooperation and Conflict	5, 6, 7 35, 36	26, 27, 30, 32, 33, 37		
V. General Information	8, 9, 10, 11, 12, 13			
VI. Comparing One Community to Another			41, 42	75, 78, 79, 80, 81
VII. Other Skills Reading Graphs Maps - Aerial Views - Directions - Reading Symbols - Reading and Interpreting Symbols			46, 47, 52 58, 48-51 53, 54, 56, 57, 61 55, 59, 60, 62, 63, 64, 65, 66, 67	

ANSWER KEY

FIRST PART - Knowledge

Item No.	Correct Answer	Subtest
1	C	I
2	B	I
3	B	III
4	A	III
5	A	IV
6	D	IV
7	C	IV
8	D	V
9	D	V
10	B	V
11	B	V
12	A	V
13	D	V
14	C	III
15	D	III
16	Long answer	I
17	A	III
18	E	III
19	D	III
20	C	III
21	B	III
22	B	III
23	Long answer	II
24	" "	II
35	D	IV
36	D	IV

SECOND PART - Values and Attitudes

25	These items have no correct answer	I
26		IV
27		IV
28		II
29		I
30		IV
31		I
32		IV
33		IV
34		I
37		IV

THIRD PART - Thinking and Research Skills

38	C	II
39	D	III
40	A	III
41	C	VI
42	D	VI
43	D	II
44	D	II
45	C	III
46	A	VII
47	E	VII
48	B	VII
49	A	VII
50	B	VII
51	C	VII
52	B	VII
53	B	VII
54	C	VII
55	A	VII
56	C	VII
57	B	VII
58	B	VII
59	C	VII
60	A	VII
61	B	VII
62	C	VII
63	B	VII
64	D	VII
65	B	VII

THIRD PART (Cont'd.)

Item No.	Correct Answer	Subtest
66	all answers correct	VI
67	long answer	VII

FOURTH PART - Social Participation

68	These items have no correct answers	I
69	"	I
70	"	I
71	"	I
72	"	II
73	"	II
74	"	I
75	"	VI
76	"	II
77	"	II
78	"	VI
79	"	VI
80	"	VI
81	"	VI
82	"	I
83	"	I
84	"	I
85	"	I
86	"	I
87	"	I
88	"	I
89	"	I
90	"	I

Long Answers

Page 5 Question 16

One of the basic concepts in the grade 3 and 4 curriculum is that of "community". The purpose of this question is to assess the range of ideas which grade three children have about this concept.

From the pilot test we know the answers will range from one word to lists to definitions. e.g. A community is:

1) a place
2) a club
3) jobs, people, animals
4) a place where people work and live
5) people sharing together and helping each other.

Since the curriculum guide does not make clear how this concept is to be viewed, that is, either as a place or as group of people, the assessors are not looking for either one or the other as a correct answer but rather are attempting to find the children's current understanding of this concept.

Page 8 Question 23

In this question any of the differences noted are acceptable such as:

1) no electricity
2) bare wooden walls
3) heated by a stove
4) people made their own clothing
5) difference in clothing style etc.

Page 8 Question 24

Any suitable generalization about the similarities of life long ago and today are acceptable.

Page 25 Question 67

Look for the children's ability to read and interpret the symbols on the map and to project themselves into the situation. All reasons based on a realistic interpretation of the symbols are acceptable.

SOCIAL STUDIES ASSESSMENT PROGRAM - GRADE 3

- FINAL TEST SCORES -

(Subtests and number of Items for multiple choice items only)

STUDENT NAMES/ BOOKLET NUMBERS	KNOWLEDGE (23 items)				THINKING AND RESEARCH SKILLS (28 items)			
	I. Community Situation (2)	III. Meeting Needs and Wants (10)	IV. Cooperation and Conflict (5)	V. General Information (6)	II. Community History (3)	III. Meeting Needs and Wants (3)	VI. Comparing Communities (2)	VII. Other Skills Graphs, Maps (20)